



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**

**COMPREHENSIVE EDUCATIONAL PLAN**

**(CEP)**

**School Name:** THE HENRY M. BOEHM SCHOOL

**DBN (i.e. 01M001):** 31R055

**Principal:** SHARON B. FISHMAN

**Principal Email:** SFISHMA4@SCHOOLS.NYC.GOV

**Superintendent:** JESSICA JENKINS

**Network Leader:** RICHARD GALLO

**School Leadership Team (SLT) Signature Page**

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the NYC DOE Web site.

**Directions:**

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk\*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature\*\*.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Sharon Fishman	*Principal or Designee	
Nicole Puglia	*UFT Chapter Leader or Designee	
Kristina Albano	*PA/PTA President or Designated Co-President	
Julia Lucchese	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Sandra Crocco	Member/ UFT	
Michael Mazza	Member/ UFT	
Cori Curylo	Member/ UFT	
Monique Ginocchio	Member/ Parent	
Michael Reilly	Member/ Parent	
Julie Cadunzi	Member/ Parent	
Charles Stephen	Member/ Parent	
Anthony Magnolia	Member/ Parent	
	Member/	

\*\*Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note:** If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

# **Comprehensive Education Plan (CEP) Requirements**

## **Which Schools Need to Complete the CEP?**

All Reward, Recognition, In Good Standing and Local Assistance Plan (LAP) schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

## **Guidance for Developing and Completing the Annual Goals and Action Plan Section**

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

## **School Receiving Title I Funds**

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

## CEP Checklist

### ***All Schools***

Indicate using an "X" in the box to the left of each section that the section has been completed	
<b>x</b>	<b>School Leadership Team Signature Page</b>
	<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
	▪ Annual Goal
<b>x</b>	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
<b>x</b>	<b>Academic Intervention Services (AIS)</b>
<b>x</b>	<b>Title I Plan (Only for schools receiving Title I funding)</b>
<b>x</b>	<b>Parent Involvement Policy (PIP)</b>

## Goal and Action Plan #1

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### Annual Goal #1

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, students in grade 3-5 will show progress in literacy achievement. Students who score level 3-4 in literacy on the NYS ELA Assessment will improve 18%.

### Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

On the New York State ELA Exam 35% of our students scored a level 3 or 4. The average proficiency was 2.71. In the third grade 35.5% of students scored a level 3 or 4. In the fourth grade 42.2% achieved a level 3 or 4, and in the fifth grade the percentage was 27.2%. According to the 2012-2013 Quality Review, there is a need to increase the amount of students that are cognitively engaged. In addition, teachers need to increase the quality and rigor of questioning techniques and use formative assessments to drive instruction. For the 2013-2014 school year students in grades 3-5 will show progress in literacy achievement. The percentage of students who score level 3 or 4 in literacy on the NYS ELA Assessment will increase by 18%. The average proficiency level will increase to 3.00.

### Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### A. Strategies/activities that encompass the needs of identified subgroups

1. Implementation of new literacy program: ReadyGen.
2. Integration of Mondo Oral Language Program with our literacy program.
3. Teachers will be given opportunities to participate in ongoing professional development offered by ReadyGen(4times) as well as opportunities offered by CFN604, Curriculum Team Members, and Teacher Leaders. In addition, there will be ongoing professional development by a Mondo consultant December 2013 through May 2014. (Oral language program). A Teacher Resource Center will be available to all teachers to take advantage of teacher resources offered by DOE, Current Articles, and CFN 604.
4. Teachers will be given opportunities to meet collaboratively with grade teams a minimum of 3 times per week to analyze student work and develop lessons that incorporate opportunities for each student to engage in rigorous academic instruction and activities. In addition to professional development concerning the program, literacy instruction will improve as a result of an increase in observation cycles and use of the Danielson Framework.(see goal 3)
5. Teachers will meet weekly in inquiry teams to analyze student work and design new strategies to impact student achievement with a targeted group of students.
6. Students at risk will be offered one or more of the following intervention opportunities: extended day 2 times per week, response to intervention 3-5 days per week, targeted guided reading 3-4 times per week, iReady on-line program, AIS pull out services 2 times per week.
7. Our self-sustaining Saturday test prep academy will begin March 2014. The program will operate 3 hours per session for 5 weeks.

#### B. Key personnel and other resources used to implement each strategy/activity

1. Teachers, ELA Curriculum Team, Teacher Leaders, Administration – Resources – ReadyGen Program.
2. Vendor – Mondo and classroom teachers – Resources – Mondo Oral Language Program.
3. Vendor – ReadyGen and Mondo. Classroom Teachers, CFN 604, Curriculum Team, Teacher Leaders.  
Resource – ReadyGen Literacy Program  
Mondo Oral Language Program
4. All teachers, CFN 604, Administration
5. All teachers
6. All teachers, F-Status AIS Teachers  
Resource- iReady on-line program  
Wilson – decoding  
Foundations  
Mondo Oral Language Program  
Good Habits/Great Readers Guided Reading
7. Selected teachers for self-sustaining program  
Test Prep Resources – Common Core Edition: Ready – Curriculum Associates

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Completion of unit performance tasks every 8-10 weeks.
2. Baseline in November/December. Targets will be determined once baseline data is collected and analyzed.
3. A minimum of 1 teacher per grade will attend each session and turnkey the information. All curriculum team members will attend each vendor session. 100% classroom teachers will attend Mondo training.
4. 100% classroom teachers have a minimum of 3 common planning periods per week in their schedule.
5. 100% teachers have 1 fifty minute block of time each week to meet as an inquiry team. An inquiry cycle will be completed every 6-8 weeks and student progress will be measured by analyzing student work after each cycle.
6. Extended day – progress monitored using students work in class RTi – 6-8 week cycle – each program has beginning/ending assessments.  
Targeted guided reading cycles 6-8 weeks – progress monitored by Fountas & Pinnel, running records, iReady – self-monitoring on-line program that scaffolds work as students’ progress and immediately sends data to teacher.  
AIS – students pulled out 2 times per week. Progress monitored using student work, class assessments.
6. n/a

**D. Timeline for implementation and completion including start and end dates**

1. 9/2013 – 6/2014
2. 12/2013 – 5/2014
3. 9/2013 – 6/2014
4. 9/2013 – 6/2014
5. 9/2013 – 6/2014
6. 9/2013 – 6/2014 Extended day  
11/2013 – 6/2014 RTI  
10/2013 – 6/2014 Targeted Guided Reading  
10/2013 – 6/2014 iReady  
1/2014 – 4/2014 AIS
7. 3/2014 – 4/2014

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. Substitute teachers will be hired to cover for all teachers going to outside vendor professional development, as well CFN 604 professional development sessions designed to assist teachers in program implementation.
2. School non-instruction day (12/9/13) will be used for entire teaching staff. In addition, substitute teachers will be hired to cover those teachers involved in 8 double period in-classroom professional development.
3. Schedule provides for 1 profession development period during common planning each month, 1 faculty conference used for professional development each month, 1 professional development the last inquiry meeting each month. Substitute teachers will be hired for all other outside and in-house professional development.
4. Schedule provides for common planning. At different times of the year, teachers will request additional common planning which will be covered by flexible scheduling (ie: during assemblies.)
5. SBO allowing one 50 minute inquiry meeting per week. Teacher leaders will be acting as mentors to assist grade teams through the inquiry process.
6. SBO allowing two 50 minute sessions in the morning for extended day. Schedule provides five 30 minute period for Targeted Guided Reading, RTi, or iReady. AIS pull-out services will be provided to students during electives.
7. This is a Saturday Self Sustaining Program.

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Workshops will be provided for parents around a variety of literacy topics such as close reading, questioning and discussions, testing information, academic rigor and productive struggle. Workshops will be offered both during the day and at night as part of the PTA meeting. The ReadyGen scope and sequence is available on our school website.

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
<b>x</b>	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Set Aside</b>	<b>x</b>	<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.											
PTA Funding											

### **Goal and Action Plan #2**

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

#### **Annual Goal #2**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June 2014, students in grade 3-5 will show progress in math achievement. Students who score level 3-4 in math on the NYS Mathematics Assessment will improve 15%.

#### **Comprehensive Needs Assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
On the New York State Mathematics Exam 44.7% of our students scored a level 3 or 4. The average proficiency was 2.91. In the third grade 46.4% of students scored a level 3 or 4. In the fourth grade 56.9% achieved a level 3 or 4 and in the fifth grade the percentage was 30.7%. For the 2013-2014 school year students in grades 3-5 will show progress in mathematics achievement. The percentage of students who score level 3 or 4 on the NYS Mathematics Assessment will increase by 15%. The average proficiency level will increase to 3.2.

#### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
<b>A. Strategies/activities that encompass the needs of identified subgroups</b>
<ol style="list-style-type: none"> <li>1. Implementation of new mathematics program: Go Math.</li> <li>2. Teachers will be given opportunities to participate in ongoing professional development offered by Go Math (4times) as well as opportunities offered by CFN604, Curriculum Team Members, and Teacher Leaders. Teacher Resource Center will be available to all teachers to take advantage of teacher resources offered by DOE, current articles, and CFN 604.</li> <li>3. Teachers will be given opportunities to meet collaboratively with grade teams a minimum 3 times per week to analyze student work and develop lessons that incorporate opportunities for each student to engage in rigorous academic instruction and activities. In addition to professional development concerning the program, math instruction will improve due to an increase in observation cycles and use of the Danielson Framework.(see goal 3)</li> <li>4. Students at risk will be offered one or more of the following intervention opportunities: extended day 2 times per week, AIS pull out services 2 times per week.</li> <li>5. Our self-sustaining Saturday test prep academy will begin March 2014. The program will operate 3 hours per session for 5 weeks.</li> </ol>
<b>B. Key personnel and other resources used to implement each strategy/activity</b>
<ol style="list-style-type: none"> <li>1. Teachers, Math curriculum Team, Teacher Leaders, Administration – Resources – Go Math Program.</li> <li>2. Vendor –Go Math. Classroom Teachers, CFN 604, Curriculum Team, Teacher Leaders. Resources – Go Math Program</li> <li>3. All teachers, CFN 604, Administration</li> <li>4. All teachers, F-Status AIS Teachers Resources: Go Math Intervention Program</li> <li>5. Selected teachers for self-sustaining program Resources – Common Core Edition: Ready – Curriculum Associates</li> </ol>
<b>C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>
<ol style="list-style-type: none"> <li>1. Completion of unit performance tasks every 8-10 weeks. Baseline in November/December. Targets will be determined once baseline data is collected and analyzed.</li> <li>2. A minimum of 1 teacher per grade will attend each session and turnkey the information. All curriculum team members will attend each vendor session. 100% classroom teachers will attend Mondo training.</li> <li>3. 100% classroom teachers have a minimum of 3 common planning periods per week in their schedule.</li> <li>4. Extended day – progress monitored using students work in class</li> </ol>

- AIS – students pulled out 2 times per week. Progress monitored using student work, class assessments.
5. n/a
- D. Timeline for implementation and completion including start and end dates**
1. 9/2013 – 6/2014
  2. 9/2013 – 6/2014
  3. 9/2013 – 6/2014
  4. 9/2013 – 6/2014 Extended day  
1/2014 – 4/2014 AIS
  5. 3/2014 – 4/2014
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. Substitute teachers will be hired to cover for all teachers going to outside vendor professional development, as well CFN 604 professional development sessions designed to assist teachers in program implementation.
  2. Our schedule provides for 1 professional development period during common planning each month, 1 faculty conference used for professional development each month, the last inquiry meeting each month. Substitute teachers will be hired for all other outside and in-house professional development.
  3. Schedule provides for common planning opportunities for each grade. At different times of the year, teachers will request additional common planning which will be covered by flexible scheduling (i.e. assemblies).
  4. SBO allowing two 50 minute sessions in the morning for extended day. AIS pull-out services will be provided to students during electives.
  5. This is a Saturday Self Sustaining Program.

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Workshops will be provided for parents around a variety of math topics such as, questioning and discussions in math, testing information, academic rigor and productive struggle. Workshops will be offered both during the day and at night as part of the PTA meeting. The Go Math scope and sequence is available on our school website

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants

List any additional fund sources your school is using to support the instructional goal below.

PTA Funding

**Goal and Action Plan #3**

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

**Annual Goal #3**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, 85% of our teachers will make positive gains in their ratings for teacher effectiveness (Measurement of Teacher Practice).

**Comprehensive Needs Assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

According to the data in the Progress Report, average proficiency on the ELA was 2.71 and in math 2.91. Although this puts P.S. 55 in the third quartile when compared to all city schools, it places our school in the bottom quartile within our peer group. According to the 2012-2013 Quality Review there is a need to increase the amount of students that are cognitively engaged. In addition, teachers need to increase the quality and rigor of questioning techniques and use formative assessments to drive instruction.

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

<b>A. Strategies/activities that encompass the needs of identified subgroups</b>										
1. Participate in professional development to understand the new system of teacher evaluation leading to principal certification and accurate use of Danielson's Framework for Teaching.										
2. Implement additional professional development on the new system of teacher evaluation and development for all appropriate members of the school community. Continue to engage in activities that build a shared school-wide understanding of what effective teaching looks like in all content areas.										
3. Provide support to teachers through frequent observations (announced and unannounced) and professional development aligned to Danielson's Framework for Teaching, the Common Core Learning Standards for Literacy and Math, and other content standards.										
4. Maintain Teacher Resource Center with all resources from DOE, CFN 604, texts and recent articles.										
<b>B. Key personnel and other resources used to implement each strategy/activity</b>										
1. Administration and UFT Chapter Leaders										
2. All teachers/instructional staff. CFN 604 for support with Danielson Framework, Measure of Student Learning and Measure of Teacher Practice.										
3. All teachers and instructional staff evaluated using Measures of Teacher Practice by administrators. CFN 604 for support with observations, targeted feedback/professional development sessions for Teacher Leaders on components 1e, 3b and 3c.										
4. Teacher Center maintained by Technology teacher.										
<b>C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>										
1. Completed										
2. Effectiveness will be measured after each observation cycle, using assessment data, and evidence of student work in the classroom and at monthly student discussion circles with administration.										
3. Same as #2										
4. N/A										
<b>D. Timeline for implementation and completion including start and end dates</b>										
1. Summer 2013										
2. 9/2013 – 6/2014										
3. 10/2013 – 5/2014										
4. 10/2013 -6/2014										
<b>E. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>										
1. N/A										
2. Ongoing in-house professional development is scheduled the first Monday of each month after school (monthly staff meeting), last Thursday of each month (Inquiry), 1 common planning period each month, December 9, 2013 (non-instructional day). Outside Professional development offered by vendor/CFN 604(TBD – substitute teachers will be hired).										
3. 222 observations will be scheduled using recommended tool from Advance and tracked using tracking tools in Advance.										
4. As more resources become available that will support teachers and improve teacher effectiveness, they will be added to the teacher resource center.										

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).										
N/A										

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
<b>X</b>	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Set Aside</b>	<b>X</b>	<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.											

**Goal and Action Plan #4**

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

**Annual Goal #4**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.										
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To improve communication with parents and staff as indicated by the School Survey Report. Our goal is to raise the score from 7.2 to 8.2 in the area of communication by June 2014.

### ***Comprehensive Needs Assessment***

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Although the score in the area of communication on the survey improved from 6.5 to 7.2, the citywide average for all elementary schools is 8.2. A score of 7.2 is considered below average according to the rubric created by the Department of Education.

### ***Instructional Strategies/Activities***

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### **A. Strategies/activities that encompass the needs of identified subgroups**

1. A committee of teachers will meet with the Principal once a month to address questions and important school issues.
2. Email communications between staff and parents, teachers and administration, and parents and administration will be responded to within 24 hours.
3. Teachers will be given regular and actionable feedback following every observation (announced and unannounced).
4. "Coffee with the Principal" will be held to give parents an informal forum to discuss important issues and concerns every other month.
5. The Scope and Sequence for ReadyGen and GoMath will be posted outside the main office and on the school website to inform parents of what their child is learning in literacy and math.
6. All resources distributed during workshops will be posted on the school website for families who could not participate.
7. Conduct a Fall and Spring Town Hall meeting for parents and staff to discuss important school issues, data results, and budgetary concerns for the next school year.

#### **B. Key personnel and other resources used to implement each strategy/activity**

1. Grade Leaders and the Principal.
2. Teachers, Parents and Administration.
3. Teachers and Administration.
4. Principal and Parents.
5. Administration and Parents.
6. Parents and Parent Coordinator.
7. Administration, Staff and Parents.

#### **C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Each meeting will begin with a review of the previous meetings agenda and a determination if all items have been successfully addressed in the four weeks between meetings.
2. A short informal, anonymous survey will be given during Parent/Teacher conferences to help us evaluate how we are doing .The teacher survey would evaluate: The Principal at my school encourages open communication on important school issues and school leaders give me regular and helpful feedback about my teaching. For parents the survey would evaluate: If my child's school keeps me informed about my child's academic progress and keeps me informed about what my child is learning.
3. A short informal, anonymous survey will be given during Parent/Teacher conferences to help us evaluate how we are doing .The teacher survey would evaluate: The Principal at my school encourages open communication on important school issues and school leaders give me regular and helpful feedback about my teaching. For parents the survey would evaluate : If my child's school keeps me informed about my child's academic progress and keeps me informed about what my child is learning.
4. A short informal, anonymous survey will be given during Parent/Teacher conferences to help us evaluate how we are doing .The teacher survey would evaluate: The Principal at my school encourages open communication on important school issues and school leaders give me regular and helpful feedback about my teaching. For parents the survey would evaluate : If my child's school keeps me informed about my child's academic progress and keeps me informed about what my child is learning.
5. A short informal, anonymous survey will be given during Parent/Teacher conferences to help us evaluate how we are doing .The teacher survey would evaluate: The Principal at my school encourages open communication on important school issues and school leaders give me regular and helpful feedback about my teaching. For parents the survey would evaluate : If my child's school keeps me informed about my child's academic progress and keeps me informed about what my child is learning.
6. A short informal, anonymous survey will be given during Parent/Teacher conferences to help us evaluate how we are doing .The teacher survey would evaluate: The

Principal at my school encourages open communication on important school issues and school leaders give me regular and helpful feedback about my teaching. For parents the survey would evaluate: If my child's school keeps me informed about my child's academic progress and keeps me informed about what my child is learning.

7. A short informal, anonymous survey will be given during Parent/Teacher conferences to help us evaluate how we are doing .The teacher survey would evaluate: The Principal at my school encourages open communication on important school issues and school leaders give me regular and helpful feedback about my teaching. For parents the survey would evaluate : If my child's school keeps me informed about my child's academic progress and keeps me informed about what my child is learning.

**D. Timeline for implementation and completion including start and end dates**

1. Monthly September 2013 to June 2014
2. September 2013 to June 2014
3. October 2013 to June 2014
4. September 2013 to June 2014
5. September 2013 to June 2014
6. September 2013 to June 2014
7. September 2013 to June 2014

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. Monthly meetings will be held before the start of the school day.
2. A policy of responding to parent's email within 24 hours is part of our staff handbook.
3. The administration has made a commitment to conduct face to face meetings after each observation to provide feedback before report is signed and placed in teachers permanent file.
4. Coffee with the Principal creates a comfortable, informal setting so parents will be more relaxed.
5. N/A
6. N/A
7. N/A

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

N/A

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

PTA Funds

**Goal and Action Plan #5**

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

**Annual Goal #5**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

**Comprehensive Needs Assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**A. Strategies/activities that encompass the needs of identified subgroups**

1.
<b>B. Key personnel and other resources used to implement each strategy/activity</b>
1.
<b>C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>
1.
<b>D. Timeline for implementation and completion including start and end dates</b>
1.
<b>E. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>
1.

***Strategies to Increase Parental Involvement***

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

***Budget and Resource Alignment***

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Set Aside</b>		<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.											

### Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

***Description***

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	Extended Day-close reading, review of materials taught, and scaffolding of material to be taught.  RTI-phonics, decoding, oral language, close reading.  iReady  AIS	Small group  Small group  Individual students on lap top  Small group	Before school day  During school day  During school day  During school day
<b>Mathematics</b>	Extended Day-review of skills taught and scaffolding for skills to be taught  AIS	Small group  Small group	Before school day  During school day
<b>Science</b>	Part of literacy (informational) intervention	Small group  Small group  Individual students on lap top  Small group	Before school day  During school day  During school day  During school day
<b>Social Studies</b>	Part of literacy (informational) intervention	Small group  Small group  Individual students on lap top  Small group	Before school day  During school day  During school day  During school day
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	At risk services (in addition to mandated services)  Character education program	One to one  Small group of students in grades 4 and 5	All services are during the school day

	Buddy program-Grades K and 5-One Can Count Program	All students in grades K and 5	
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**Title I Information Page (TIP)  
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed\*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

\*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

**Title I Status**

Indicate with an "X" your school's Title I Status.			
	<b>School Wide Program (SWP)</b>	<b>Targeted Assistance (TA) Schools</b>	<b>X Non-Title I</b>

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.

**High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

**Coordination and Integration of Federal, State, and Local Services and Programs**

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

**SWP Schools Only**

**Transition Plans to Assist Preschool Children (Elementary Schools Only)**

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

**Measures to Include Teachers in Decisions Regarding Assessments**

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

**TA Schools Only**

**Use of Program Resources**

Describe how the TA program resources will assist participating children to meet proficiency.

**TA Coordination with the Regular Program**

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the  
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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**Parent Involvement Policy (PIP) Template**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

**SCHOOL-PARENT COMPACT**  
**REQUIRED OF ALL SCHOOLS**  
**MAY BE LAST YEARS BUT MUST BE UPDATED**

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

## **I. School Responsibilities**

*Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:*

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

*Support home-school relationships and improve communication by:*

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

*Provide parents reasonable access to staff by:*

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

## **II. Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

## **III. Student Responsibilities:**

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2013-14 TO 2014-15 SCHOOL YEARS**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the .

## Part I: School ELL Profile

### A. School Information

District <b>31</b>	Borough <b>Staten Island</b>	School Number <b>055</b>
School Name <b>Henry Boehm School</b>		

### B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal <b>Mrs. Sharon Fishman</b>	Assistant Principal <b>Mr. Paul Giordano</b>
Coach <b>N/A</b>	Coach <b>N/A</b>
ESL Teacher <b>Ms. Nancy Torres</b>	Guidance Counselor <b>Mrs. Arlene Donnelly</b>
Teacher/Subject Area <b>Vs. Velva Wright/SETSS</b>	Parent <b>Mrs. K. Albano</b>
Teacher/Subject Area <b>Mrs. Jennifer DeSantis/Tr</b>	Parent Coordinator <b>Mrs. Liz De Forest</b>
Related Service Provider <b>Mrs. Sandra Crocco/ IEP Tr.</b>	Other <b>N/A</b>
Network Leader(Only if working with the LAP team)	Other <b>N/A</b>

### C. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of certified ESL teachers currently teaching in the ESL program.	<b>1</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>2</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>1</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>665</b>	Total number of ELLs	<b>11</b>	ELLs as share of total student population (%)	<b>1.65%</b>
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## Part II: ELL Demographics

### A. ELL Programs

This school serves the following grades (includes ELLs and EPs)  
Check all that apply

K  1  2  3  4  5   
6  7  8  9  10  11  12

#### This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
Pull-out	8	8	7	7										30
Push-In	0	0	1	1										2
<b>Total</b>	8	8	8	8	0	0	0	0	0	0	0	0	0	32

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	11	Newcomers (ELLs receiving service 0-3 years)	11	ELL Students with Disabilities	4
SIFE	0	ELLs receiving service 4-6 years	0	Long-Term (completed 6+ years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	11	0	4	0	0	0	0	0	0	11
Total	11	0	4	0	0	0	0	0	0	11

Number of ELLs who have an alternate placement paraprofessional: 0

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

**Dual Language (ELLs/EPs)  
9-12**

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ___	Asian: ___	Hispanic/Latino:
Native American: ___	White (Non-Hispanic/Latino): ___	Other:

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian	1		2											3
Bengali														0
Urdu														0
Arabic	2	1		1										4
Haitian														0
French														0
Korean														0
Punjabi	1		1											2
Polish	1													1
Albanian														0
Other			1											1
<b>TOTAL</b>	5	1	4	1	0	0	0	0	0	0	0	0	0	11

## Part III: Assessment Analysis

**Assessment Breakdown**

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

**OVERALL NYSESLAT\* PROFICIENCY RESULTS (\*LAB-R FOR NEW ADMITS)**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	4	1												5

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)			3	1										4
Advanced (A)	1		1											2
Total	5	1	4	1	0	0	0	0	0	0	0	0	0	11

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B													
	I													
	A	1	1											
	P	2		2	1									
READING/ WRITING	B	1	1											
	I	2												
	A			2	1									
	P													

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3		1			1
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3			1						1
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Foreign Language				
Government				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

## After reviewing and analyzing the assessment data, answer the following:

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

PS 55 utilizes the Fountas and Pinnell tool to assess the early literacy skills of our students, including ELLs. This assessment is done three times a year for kindergarten, and four times a year (September, November, March, and May) for first and second grades. The purpose of this assessment is to provide insight to the teacher as to what reading level the students, including ELLs, are. Currently, the data yielded by the assessments for the kindergarteners reveals that they are not yet recognizing any site words. The data used from last year for our first and second graders reveals a one reading level growth in some of our students. The assessments continue periodically throughout the school year to determine progress in reading. Teachers use this information to better group the students in guided reading groups and for lesson differentiation. The quantitative data also reveals how the students, including ELLs, are learning reading via phonetic instruction and how they transfer this information onto a written piece. PS 55 also uses a leveled library system to better group the students including ELLs in a balanced literacy, guided reading group. The Mondo and Foundations programs are also used for the lower level performing students, including ELLs.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

The pattern across the ELLs' proficiency in the LAB-R reveal that students are stronger in the listening skill than any other one that the test measures for. Some students may also be strong in the speaking skill. Students that are strong in the reading skill of the LAB-R most likely do not meet ESL service eligibility although this is not always the case. The patterns across the NYSESLAT reveal that students perform strongest in the listening and speaking portions of the exam than in the reading and writing parts. The ESL teacher uses the results of these exams to prepare lesson plans that address these areas and to improve instruction. She also shares this information with the classroom teachers so they may know how to address the students' needs.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

The pattern across the NYSESLAT modalities (reading/writing, listening/speaking), reveal the ELLs area of strengths and weaknesses in the acquisition of English as a second language. The results in these patterns are reviewed by the ESL and classroom teachers in order to address the areas of the students' language needs. The results are used to create lesson plans that target the area of linguistic weakness in order to move the ELL from one linguistic level to the next. These results are calculated according to the Annual Measureable Achievement Objectives (AMAO) tool, to determine whether or not the ELL has progressed in the English language acquisition. Once calculated against the AMAO tool, the ESL teacher may determine which modality of English language instruction the ELL needs further instruction in. ELLs then conference with the ESL teacher in order to set reachable academic goals for learning and improvement.

4. For each program, answer the following:

- a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
- b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
- c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

a. The pattern across proficiency and grade is that the ELLs struggle more in the reading/writing modality than in the speaking/listening modality. However, results from prior exams have revealed that despite their struggle in the reading /writing modality, the ELLs fare better in English tests than in tests taken in their native language. Inclusive, ELLs given the option to take a State Exam in their native language have opted to take the English version instead.

b. The school leadership team, ESL teacher, and classroom teachers of ELLs refer to the results of the ELL Periodic Assessments in order to make educational decisions about changes in goals, guide instruction, and create lesson plans and situations that directly focus and tap into the ELLs academic weakness, in order to help the ELL attain the skill(s) necessary to succeed academically.

c. The Periodic Assessment reveals that the ELLs struggle in areas that many non-ELL students struggle in, such as inferencing and vocabulary. In some situations - but not always - (for Beginner ELLs), the ELLs native language may be used to help clarify meaning of

vocabulary either as a cognate or direct definition, that may thereby help in the inferencing skill. Often, the ESL teacher and the classroom teachers find alternate methods of defining vocabulary, such as TPR, realia, or creating a separate yet close example, in order to help the Intermediate and Advanced ELL develop his / her own processing style to determine meaning.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RTI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)  
The school leadership team, as well as the ELLs classroom teacher and ESL teacher, reviews the data of all formal and informal assessment to adequately support the academic needs of the ELLs in the RTI group. Since the RTI program focuses on literacy development, ELLs receive specifically designed instruction on acquiring literacy skills that reflect those of their peers and that correlate with the NYS Curriculum Standards. Benchmarks and goals are set by which to measure progress. The results of which are reviewed consistently and the goals adjusted as such.
6. How do you make sure that a child's second language development is considered in instructional decisions?  
The development of the second language (English) is considered in all instructional decisions because all instruction includes oral language development in the form of sharing, retelling, or discussing of the topic on hand, whether it be literacy or content area instruction. ELLs have the opportunity to share what they have learned and to interact with non-ELLs linguistically thereby learning new speech patterns, vocabulary, and overall oral language skills.
7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?

N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
Evaluation of the programs' success is done informally, periodically, on a lesson to lesson basis, and is amended based on the ELLs comprehension of the topic, acquisition of newly taught vocabulary, and the ability to orally retell the main idea. For Beginners, retelling can be in the form of a drawing. The formal evaluation of the ESL programs' success is measured via the annual NYSESLAT, which reflects the skills and content taught by the ESL teacher.

## Part IV: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)  
PS 55 follows certain steps in order to identify students who may possibly be ELLs. Initially, parents or guardians of students entering PS 55, as first time registrants to the New York City Department of Education's Public School system are guided through the registration process by the school Pupil Accounting Secretary, Mrs. Tara DeSane. The parent / guardian registering the child completes the Home Language Identification Survey (HLIS), which is provided for them by Mrs. DeSane, in the language of their choice. In instances in which the parent does not speak English, the parent may be accompanied by an English speaking person, or Mrs. Liz De Forest, our Parent Coordinator, will seek to provide a translator. While the registering parent completes the HLIS, our Principal, Assistant Principal or ESL teacher, all of which are trained pedagogues, conducts an informal oral interview in English with the child being registered. This interview is conducted in order to determine whether or not the child is being appropriately identified by the parent on the HLIS, as an English speaker. The informal interview may be translated to the native language of the family when needed. The HLIS contains questions about the student's linguistic skills. The parent or guardian who completes this form provides information to the school as to whether or not the student speaks a language other than English. Our licensed ESL teacher, Nancy Torres, reviews the HLIS. Based on the answers on the HLIS, Ms. Torres, also our LAB-R coordinator, determines whether or not the student is eligible for the Language Assessment Battery - Revised (LAB-R), exam. Translation assistance is readily available in Spanish by Ms. Torres and Italian by Mrs. Babino - both of which are licensed teachers. Other language translators are sought as needed.  
The LAB-R is administered to those students new to the New York City Department of Education which according to the HLIS,

have been identified as possible ELLs, and it is administered within the first ten days of the students attendance at the PS 55. It accurately measures the students' English language proficiency. Students identified as Spanish language users on the HLIS, are administered the SpanishLAB-R, only after they did not pass the English version of the LAB-R. Based on the scores of the LAB-R, a student is identified as an ELL or not. English Language Services are then provided by the ESL teacher. Whenever a new student is admitted to PS 55, the school secretary informs the ESL teacher, so that all documentation in the students' permanent record can be checked for LEP status. The LAB-R is administered as soon as possible but no later than the new admits' tenth day of attendance. The ESL teacher also periodically runs a RADP report from ATS to look for new admits. She then checks the Exam History reports available through ATS, for the LAB-R and NYSESLAT scores of those students that appear on the RADP and RLAT as having a language other than English. This is done to determine if the students have already tested out fo the ESL program and also to properly adhere to State testing mandates for students that have tested out of the ESL program within the past two years and that are still entitled to extra time on all State Exams. Based on the students' exam history, the ESL teacher can readily identify whether or not the student is an ELL. The records of all ELLs that transition from schools due to grade promotion or relocation are reviewed by the secretary at PS 55, as well as the ESL teacher for supporting documentation to determine the ELLs' participation in the ESL program and also their language proficiency level. Students identified as ELLs are serviced by PS 55s' ESL teacher, who is certified by New York State as a qualified English as a Second Language instructor.

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

The structure implemented at PS 55, to ensure that parents understand all three program choices is a thorough introduction and explanation within a Parent Orientation. The Orientation is held immediately after all LAB-Rs are administered, and all ELLs have been identified, which is within the first month of school. Orientations are held periodically as new ELLs are admitted into PS 55. A letter is sent to the parents of the children who are identified as ELLs, inviting them to the orientation. The orientation is jointly presented by our ESL teacher, and our PS 55 Parent Coordinator, Mrs. Liz De Forest. The three program choices, Transitional Bilingual Education, Dual Language and Freestanding ESL are reinforced with a video, provided by the DOE. The parent has the option to view the video in English or their home language. Parents are informed that if Transitional Bilingual or Dual Language program is chosen, their child will be transferred to a school that offers the specific program. They are also made aware that school bus transportation services may not be available from the school that offers the programs and that their childs' transportation to and from the other school will be the parents responsibility. After viewing the video, a survey is distributed that asks the parents to state the program of their choice for their childs' language instruction. Parents are advised that if they do not make a choice, they will automatically be considered as haven chosen the Transitional Bilingual Education program as mandated by CR Part 154. Parents that do not attend the orientation are provided with a link to the orientation video located in the New York City Board of Education website. They are also provided with the survey and program choice letter, in both English and in their home language. These parents are asked via a letter and a phone call, to watch the video, make the program selection, complete the survey in the language of their choice, and return both the program selection letter and the survey to Ms. Torres, the ESL teacher, within a timely manner. Parents that do not submit the program selection letter and survey by the date requested are called by telephone a second time, by the ESL teacher, and are asked to communicate with the ESL teacher or Parent Coordinator for a time and date in which they may be able to set up a private orientation at PS 55. Parents that reject this offer are then advised by phone either by the ESL teacher or Parent Coordinator about the program selections. They are provided with verbal information about the three programs and advised accordingly. These parents then make verbal program choices for their childs' language instruction, however, these parents are not provided with a survey form. In the event that PS 55 acquires the required number of 15 students within two grade levels and of the same first language, then a Transitional Bilingual or Dual Language program will be implemented. In this case, the parents of all ELLs that had or had not originally opted for these programs would be notified in writing and by phone by our ESL teacher and our Parent Coordinator. In the event that a parent(s) selects a TBE/DL program but also selects to remain at PS 55, he /she will be put on a list for notification in the future. The parents will only be notified if fifteen children speak the same first language and whom are within two consecutive grade levels, and also opted for TBE/DL program. At that point, PS 55 will seek to open the TBE/DL program to service the ELLs whose parents selected the program.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)

Parents of ELLs that did not test out of the ESL program during the NYSESLAT administration from the previous school year, are provided with Continued Entitlement letters as well as Program Selection letters. Upon return, these letters are maintained in the HLIS binder, with the copy of the students' HLIS, in the black Language Allocation Policy Tool Kit, in the ESL classroom. An

excel spreadsheet is also kept by the ESL teacher to track the signed return of each letter. Occasionally, one of the Continued Entitlement Program Selection letters is not returned to the ESL teacher. As an outreach to the parents, Ms. Torres then sends home another blank Program Selection letter with the student and posts a sticky note on it stating "2nd Notice". In the rare occasion that this second notice is not returned to the ESL teacher within 4 days, Ms. Torres then calls the ELLs' parent to request that the notice be completed and returned. Parents that do not wish to submit the Program Selection letter, are asked to make a verbal program choice via the telephone, for their child's language instruction. All returned notices are kept in the HLIS binder in the black LAP Tool Kit provided by the DOE, and which is kept by the ESL teacher at PS 55. The Parent Survey and Program Selection forms are distributed to the parents on the date of the Parent Orientation. For those parents that do not attend the Orientation, the survey is sent home with the student along with the NYC website containing the link to the on line video and a note from the ESL teacher, asking the parent to please view the online video, complete the survey, and return same. When the surveys are not returned via this manner, the ESL teacher then calls the parents and urges them to please comply; which they then do.

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.

After being advised about the three program choices, and the responsibility of the parent to provide transportation to and from school if they select a program not offered at PS 55, the parents of PS 55's ELLs always chose to have their children placed in the ESL program. This program is described thoroughly to the ELLs' parents during the Parent Orientation, telephone or email communication, and if requested, refreshed during parent teacher conferences. Notices to our ELLs' parents are provided to them in the language of their choice as well as in English. Parents of PS 55's ELLs are provided with our ESL teachers' contact information (phone number and email address) upon being notified that their child is an ELL, and are encouraged to communicate with the ESL teacher whenever they wish, for assistance with any school related matter. Most of the time, the parents of PS 55's ELLs are fluent in English and so communication in their Native Language is not always necessary, however, a translator will always be sought if necessary. All parent selections are recorded in the ELPC screen in ATS by the ESL teacher, immediately upon completing the Parent Orientation, which is held during the first school month and again according to new admits.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

The annual NYSESLAT is a scripted series of four exams measuring each of the four language modalities - speaking, listening, reading and writing. A window of approximately one month is given to each public school in which to administer the four exams. The ESL teacher creates a calendar within the allotted time frame to ensure that each ELL is tested, one exam per day, with ample time to complete each exam. ATS reports are printed out monthly by the ESL teacher, to check for any newly transferred ELL into PS55, and to insure that all ELLs are correctly identified in order to provide all ELLs with a NYSESLAT. The ATS reports used for this search are RADP, and RMNR. All students identified as ELLs and that participate in the PS 55 ESL program, are administered the NYSESLAT which provides the opportunity for the ELL to test out of the ESL program.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 
- After reviewing the parent survey and program selection forms for the past four years, we have found that the trend in program choice is the English as a Second Language (ESL) program. In the school year 2010-2011, PS 55 had 7 ELLs. Of the 7 ELLs, one was an X coded student in the 5th grade. Six parents selected the ESL program. The parent of the X coded student verbally agreed to continue servicing their child as we always have, via the ESL program. In the school year 2011-2012, PS 55 had 7 ELLs. Of the 7 ELLs, all 7 parents selected the ESL program as the program of their choice for their child's language instruction. In the school year 2012 - 2013, PS 55 had 13 ELLs. Of the 13 ELLs, all 13 parents selected the ESL program as the program of their choice. In the current year of 2013-2014, PS 55 has 10 ELLs. Of the 10 ELLs, all 10 parents have selected the ESL program as the program of their choice for their child's language instruction. For the past four years, the trend in parents' program choices has been the English as a Second Language (ESL) program, therefore, the ESL program offered at our school is aligned with what parents are requesting. In the event that a selection has not been made by an ELLs parent, then PS 55 will have to advise the parent that the default program selection is the Transitional Bilingual Education program (as per CR Part 154), and that the Transitional Bilingual Education program is not offered at PS 55. The parent will then be advised of a school which does offer the Transitional Bilingual Education program so that they may enroll their ELL at that school.

## **Part V: ELL Programming**

### **A. Programming and Scheduling Information**

1. How is instruction delivered? (see [The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs](#))
  - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
  - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
    - a. Instruction for ELLs is delivered via the Push-In and Pull-Out models. When the Push-In model is delivered, it is done collaboratively with the classroom teacher.
    - b. Often, the ELL is grouped in a Homogeneous group with fluent English speakers that need reinforcement in a similar academic skill. Both the Ungraded model (where students regardless of grade are in one class) and the Homogenous model (where proficiency level is the same) are used when delivering ESL instruction in the Pull-Out model. When necessary, ELLs are Pulled-Out individually to address the students' needs.
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

The ESL teacher at PS 55 ensures that ESL instruction is delivered according to the mandated number of minutes according to the ELLs' proficiency level. The Staff at PS 55 ensures that the ESL teacher delivers this mandated number of minutes by working collaboratively to create an ESL schedule for the ELLs in their classrooms. The ESL classroom library contains books in the ELLs Native Language for Native Language Support as part of the NYS CR Part 154 mandate. Instruction for the ELLs in the Beginner language proficiency level consists of 360 minutes per week. The instructional approach and methods used in the 360 minutes per week for the Beginner level is as follows:

- 1 period Word Work (phonetics and spelling)
- 1 period Read-aloud (listening and hands-on)
- 1 period Guided Reading (vocabulary and writing conventions)
- 1 period Letters (sound, orthography, word building)
- 2 periods Content Area Instruction (Science, Math, Social Studies, Health)
- 1 period Viewing - Writing (technology based writing prompts)
- 1 period Grammar (syntax order, inflectional endings, relative clauses, parts of speech, etc.)

The instructional approach and methods used in the 360 minutes per week for the Intermediate level is as follows:

- 1 period Word Work (phonetics and spelling)
- 1 period Read-Aloud (listening and hands-on)
- 1 period Guided Reading (vocabulary and writing conventions)
- 1 period Letters (sound, orthography, word building)
- 2 periods Content Area Instruction (Science, Math, Social Studies, Health)
- 1 period Viewing (technology based writing prompts)
- 1 period Grammar (syntax order, inflectional endings, relative clauses, parts of speech, etc.)

The Instructional approach and methods used in the 180 minutes per week for the Advanced level is as follows:

- 1 period Vocabulary (phonetics, spelling, definition)
- 1 period Guided Reading (grammar and writing conventions)
- 1 period Writing (response to literature based on the Guided Reading book in the form of essays: narrative, persuasive, informational)
- 1 period Grammar (syntax order, inflectional endings, relative clauses, parts of speech, etc.)

All ELLs receive instruction as mandated by the CR Part 154, CR part 100, the Language Allocation Policy, and the No Child Left Behind.

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

The ESL program at PS 55 implements instruction in all content areas to assure that the ELLs understand and attain the necessary information and vocabulary for all subjects. PS 55s' ESL program uses the National Geographic website to teach writing while at the same time teaching Science and Social Studies. The ESL teacher works closely with the PS 55 Science cluster teachers as well as classroom teachers, to create lessons that are aligned with the Science and Social Studies curriculum as required by New

York State. This provides familiarization and reinforcement for the ELL of terminology used in these subject areas. Math lessons for the ELLs are created using a variety of genres that touch upon the material and vocabulary that the ELL needs to know according to the classroom teacher as well as the New York State curriculum. Lessons are created and implemented by the ESL teacher with advice from the classroom teacher. Parents are also asked to advise the ESL teacher of any subject area that they feel their child needs extra help with. To facilitate comprehension of the English language for all ELLs, realia, pictorals, technology, media, Guided Reading books, poetry, and thematic units are used, as well as TPR (Total Physical Response) to create a language rich learning environment. Native language support is only used for beginner level ELLs at the zero English level. This is done by the use of TPR, realia, pictures, technology, and drawings. Native language verbal communication for these ELLs is sought via the internet if a staff member or other student that speaks that child's language is not available.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?  
Beginner ELLs are tested in a variety of ways that may or may not include use of their native language. If a translator in the child's first language is readily available, then the classroom teacher may use this staff member to either interpret the tests orally or in writing. In some cases, the teachers may allow the ELL to demonstrate acquisition of the topic via an alternate method other than a written test, which do not call for translational services. For Intermediate and Advanced level ELLs, daily and weekly classroom exams are not readily translatable. PS 55 ensures that ELLs may be appropriately evaluated in their native language throughout the year by permitting the ELLs to use a glossary when they feel it is necessary. Parents of ELLs in the testing grades of 3 - 5, are informed that all NYS exams can be administered, if they so choose, in their native language, with the exception of the ELA, for those students not exempt from the ELA. ELLs are also asked how comfortable they feel reading and writing in their native language. Thus far, all ELLs in current and recent years have opted to take the NYS exams in English.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
ELLs participating in the ESL program are informally evaluated on a daily/ weekly basis by the ESL teacher. The goal of these students is to acquire all four modalities of English language skills, which include listening and speaking as well as reading and writing. Lessons are designed to teach a skill which is then asked to be repeated by the student (listening) whether orally (speaking) or in another genre (writing). The end product of the student is evaluated by the ESL teacher and by the other ELLs (speaking and listening). All ELLs' student work must be accompanied by a form of writing; sentence or paragraph depending on the linguistic and grade level of the ELL - which results in the student having to read his/her writing (reading and writing) before sharing (speaking). These tasks resemble some of those on the NYSESLAT.
6. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6+ years).
  - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

a. PS 55 has a few ELL subgroups. Instruction is planned according to the students' needs thereby extending to differentiation. Although PS 55 currently has no SIFE students, the following plan is in place should any register throughout the school year:

books

that are rich in print and illustrations will be used. The illustrations will be closely related to the wording on each page. These books exist in all subjects and content areas. SIFE students will also be instructed using music and poetry methods, audio supplies and visuals. A teacher modeling method and TPR will also be used. Opportunities for communication will exist in the students' exchange of communication via drawing, artwork and TPR.

students'

b. ESL instruction for ELLs in the ESL program for less than 3 years (newcomers) is a teacher created plan based on the needs such as vocabulary acquisition, grade appropriate academic proficiency, and school social and cultural norms. ELLs in the

3

years or less subgroup receive ESL instruction that correlates with the ELLs grade level curriculum. These ELLs receive ESL

instruction

according to their mandated number of minutes as determined by their scores on the previous years New York State English as a Second Language Achievement Test (NYSESLAT). Data from the NYSESLAT is used to determine the area of weakness for

these

ELLs. Instruction is geared to enhance the skills that the ELLs received a limited proficiency score on. According to the data,

most

newcomers score low on reading and writing. These skills are targeted via thematic units in which literature from various genres

is

used to focus on certain grammar skills and to produce written responses from. Newcomer ELLs receive instruction that targets arithmetic concepts via various genres that allow for vocabulary enhancement in mathematical terms. Literature that builds background knowledge in Social Studies and Science are also utilized to better familiarize and prepare the ELLs for test taking practices.

c. ELLs in the PS 55 ESL program for 4 to 6 years are often in the program because they lack a certain academic language skill which does not allow for them to test out of the ESL program. The limited academic skill is usually due to lack of comprehension in

reading and also in the writing component of the English language. ELLs in this subgroup require ample opportunities to practice newly learned English language skills. The opportunities may be provided in reading opportunities for the ELLs in genres other than text but that still reflect academic vocabulary and opportunities for academic speech. These opportunities may appear in computer articles, recipes, comics and magazines, which may appeal to the students' interests. Writing may be done in the form

of electronic correspondence, journal entries, and other personal yet academically related means. Word walls are just as effective for the ELLs that fall under this category as they are for the younger ELLs.

d. Students that have not tested out of the ESL program after six years are considered Long Term ELLs. The following services are provided to Long Term ELLs:

- Push-in / Pull-out intervention day programs which include National Geographic literature, Hands on vocabulary enhancement activities, and methods that foster learning and self correcting.

- After school programs

- Communication between classroom teacher and ESL teacher

- Teacher - student conferencing

All ELLs remain in the PS 55 ESL program for the school year at the end of which they are administered a series of four exams

known as the (NYSESLAT). This is administered by PS 55s' ESL teacher. In some cases, a long term ELL with no AMAO progress, may be referred to the School Assessment Team.

e. ELLs that have tested out of the ESL program may continue to receive ESL instruction for upto two years of having tested out of the program, if requested by the ELLs' parents or teacher, as a form of Academic Intervention Service. The instruction for these former ELLs will be left to the classroom teachers' discretion deemed on what he/she feels the student still needs help with.

These former ELLs are also allotted extra time when State Exams are given them. The extra time is the allowed number of minutes for the exam, plus an additional half of the allowed number of minutes for the exam.

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

ELLs that are also SWD (Students with Disabilities), receive ESL instruction utilizing a variety of instructional materials such as realia and more hands on approach, as well as a variety of methods such as TPR and modeling. This form of instruction provides access to academic content areas and accelerates English language development.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

The use of the curricular at PS 55 for ELLs that are SWDs is the same as the NYS mandated curricular for the students' grade level. Realia and other manipulatives are introduced to facilitate comprehension of the lesson at hand, as well as other instructional materials and methods. Flexibility in scheduling exists in when the schedule for ESL instruction is being created, it is centered around the ELLs' that are also SWD, to ensure that the particular ELLs are serviced the mandated number of minutes according to the ELLs English proficiency level. Consideration is given to the place that the ESL instruction will be given, to create the least restrictive environment for the SWD ELLs, as well as the group size of ELLs that the instruction will be provided in, in accordance with the SWD ELLs' IEP.

### Courses Taught in Languages Other than English

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts:				
Social Studies:				
Math:				
Science:				

### NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

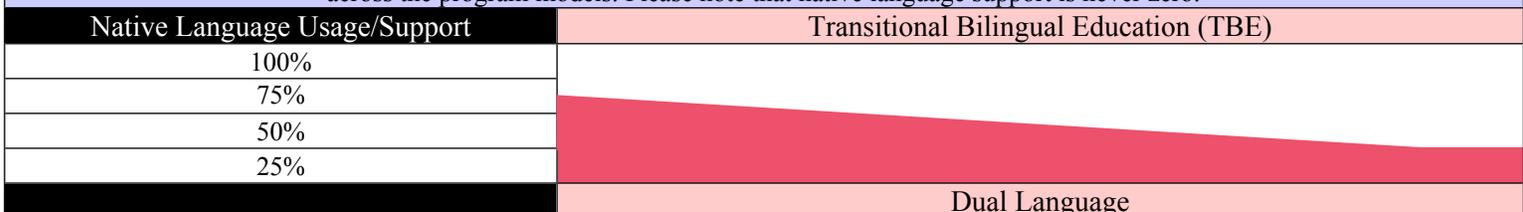
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

### NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

### Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.



100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

## B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

Targeted intervention programs for ELLs in ELA, math, and other content areas are offered in English at PS 55. All lessons are based on a balanced literacy method, including read aloud, shared reading, reading and writing workshop, as well as the use of scaffolding techniques, graphic organizers and pre-teaching of vocabulary. These lessons are offered to all subgroups with differentiation for each sub-group. For the math subject area, PS 55 introduces specialized vocabulary, manipulatives and visual cues, small group activities integrated with literature and clarified directions are utilized. The Science subject area focuses on small cooperative learning groups, integration of non-fiction science genre into the balanced literacy program, hands-on approach, and implementation of Science Standards Curriculum in all science lessons. We provide students with more research opportunities through technology. The Social Studies subject area provides ELLs with more research opportunities through technology, project based lessons, non-fiction social studies genre literacy materials, familiarization with primary source documents, and thematic units that correlate with the New York State Social Studies Curriculum as well as with the classroom teacher. All content area subjects are being infused via literature that are rich in academic vocabulary and that provide opportunity for English language acquisition and are differentiated accordingly for each ELL sub group. All grammar mini lessons are taken from the guided reading as well as teacher prepared materials. A supplemental program such as a Saturday Academy is available to all the ELLs in PS 55, which also serves as an intervention program and in which material presented is differentiated to target all ELL subgroups. All intervention programs at PS 55 are offered in English.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

The current ESL program at PS 55 meets the needs of the ELLs in both content and language development in that it is a program comprised by the ESL teacher and classroom teacher, and is reviewed by the school leadership team. The ESL program must be rigorous and must correlate with the NY State curriculum. Data showing students struggling or not progressing in any content area, is immediately shared by the classroom teacher to the ESL teacher so that a plan for reteaching the topic to the student can be put in place. The student will then be retested informally on the topic to show attainment of the academic information. The informal assessment includes opportunity for the ELL to share or retell the learned material verbally, including any new academic vocabulary, to also check for not just comprehension of the subject, but to check for language development as well.

11. What new programs or improvements will be considered for the upcoming school year?

PS 55 has voted for and agreed on a school-day schedule that starts and ends at the same time everyday, but that allows two days of Extended Time of instruction for students with extra academic instruction needs. All after school programs at PS 55 are held immediately at the end of the school day and also on Saturday mornings, when the testing dates approach. RTI is another new program at PS 55. Each grade selects the students including ELLs that require extra academic intervention. All RTI instruction is delivered midday. Students in RTI receive instruction in Guided Reading. Each grade concentrates on the students' needs whether it be academic vocabulary acquisition, content area support, written responses, English language verbal acquisition. RTI is available for both ELLs and monolingual students. It is expected that this will improve student acquisition of subject area vocabulary and understanding.

12. What programs/services for ELLs will be discontinued and why?

PS 55 provides its' students including ELLs, with a variety of programs and services all of which are rich in academics and therefore, will not be discontinuing any of its' current programs and services.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

All programs offered at PS 55 are open to all students of PS 55, regardless of grade, academic level, or English language proficiency. Notices sent home introducing any programs at PS 55 are sent home in English. These notices are translated for those parents that have indicated that they prefer to have notices sent to them in another language. In this manner, PS 55 has assured that all parents or caregivers of its' student body are made aware of all programs and events taking place at PS 55 and thereby has afforded equal access to all ELLs for all school programs. Programs include but are not limited to the Saturday Academy program which focus on academic enhancement. The program runs once a week for approximately 4 weeks, at an hour and a half each meeting time, and is open to current ELLs, former ELLs, specifically to students of PS 55 that are currently in testing grades - 3 to 5. The Saturday Academy program utilizes a literacy and math based approach. Literature that reflects non fiction as well as fiction and which is appropriate for grade level, state testing is read and discussed by the students. Vocabulary, comprehension, reading and writing skills are enhanced. Test taking strategies are practiced. This program runs for an hour and a

half with a 45 minute focus on ELA instruction, and a 45 minute focus on math. ELLs that participate in this may find it to be academically enhancing and thereby are considered as supplemental services for the ELLs. This program is taught by Certified Teachers.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

Instructional materials used to support ELLs are: Mondo and other Multicultural literature, Author study books: Eric Carle, Leo Lionni, Margaret Hiller, Non-fiction literature: National Geographic, newspapers, scholastic news for kids, Technology: National Geographic website, Audio Listening Centers: read alouds, read alongs, and music, Poetry.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

PS 55 exercises the ESL program model. Native Language instruction is used strictly for the newcomer ELLs that speak zero English language and Beginner, Intermediate, and Advanced ELLs that appear to be experiencing a loss of self esteem. In these instances, the ESL teacher, with the use of a computer, will reach out to the ELL by doing a search of that students' country. The "Images" prompt of the internet is used as opposed to the literary version of the search. The student is then encouraged to identify and share his / her knowledge of the images. The ESL teacher helps the student by stating the word of the images in English that the student has identified either by TPR or verbally. Sometimes, the ESL teacher may ask for the help of another student or staff member that speaks the same language as the zero English language ELL, to communicate with the zero English language ELL but only for one word or short phrase translations. The zero English language ELLs are encouraged to draw a response to the lesson on hand and to write a one word or simple phrase describing their drawing. The writing can be done in their Native Language and then translated to English collaboratively with the ESL teacher. The students' writing if not in English, is then asked to be written in English on the same paper that the student wrote in their Native Language. This is done to promote a bridge or relationship between the two languages (the students Native Language and English), and to help foster learning of the English language, and to promote communication. Native Language instruction is also provided via Native Language literature in the classroom library. English language communication either by visuals, manipulatives, or TPR is expected from all ELLs in the ESL program.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels?

PS 55 implements an ESL program that corresponds to the ELLs age and grade level as closely as possible. The ELLs are grouped in accordance with the English language level that the ELL scored under either from the LAB-R or the NYSESLAT regardless of the age of the ELL. In some cases, a new admit with zero English may enter PS 55 and because of his age, be registered in a third grade class. Then that new ELL would be grouped in the ESL schedule with new admits in the kindergarten class because of their linguistic levels, regardless of age. However, to avoid self esteem issues and confidence issues in the ELL, the third grade ELL will be added also into ESL groups that reflect the grade of his peers, with a differentiated lesson for that time allotment. The ESL schedule, since it complements the classroom teachers' schedule requires that often ELLs be grouped together across English language proficiency levels. This occurs only in the rare instance that there may not be any margin in the ESL schedule. Differentiated instruction is provided for the ELLs that may happen to be in a non homogenous group. More often, PS 55s' ELLs are grouped together across varying grade and age levels but that are of the same English language proficiency level.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

In May 30<sup>th</sup>, 2013, parents of newly registered Kindergarten students were invited to PS 55s' Kindergarten Orientation. At this event, newly incoming Kindergarten students and their parents were introduced to the Principal and Assistant Principal, the school nurse, school aides and other school staff. An Informational presentation was made by the Principal, Parent Coordinator, School Nurse, ESL teacher, and PTA President. Kindergarten Handbooks were distributed to all who attended and mailed to parents who were not in attendance. The handbook contained general school information and procedures, Kindergarten Goals, Readiness Checklist, School Supply list, Arrival and Dismissal procedure. Parents were welcomed to the school, provided with pertinent information and were afforded the opportunity to ask questions. On September 4<sup>th</sup>, 2013, the incoming kindergarteners were invited to Buddy Day Carnival, held outdoors at the PS 55 school yard where they were introduced to their kindergarten teachers, a fifth grader that will be assigned to be the individual kindergarteners' buddy for the school year, and other school personnel. There were games, popcorn, and face painting activities at the carnival. Many of the incoming students attended.

17. ELLs at PS 55, that are at the Zero English language level, or Beginner English language level, are encouraged to communicate in English, but may elect to communicate in their native language so long as they support the communication by retelling it or presenting it in another genre to show understanding.

18. What language electives are offered to ELLs?

ELLs at PS 55, that are at the Zero English language level, or Beginner English language level, are encouraged to communicate in

English, but may elect to communicate in their native language so long as they support the communication by retelling it or presenting it in another genre.

19. For schools with dual language programs:

- a. How much time (%) is the target language used for EPs and ELLs in each grade?
- b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
- c. How is language separated for instruction (time, subject, teacher, theme)?
- d. What Dual Language model is used (side-by-side, self-contained, other)?
- e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

## C. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

1. Professional development (PD) is offered to all common branch teachers, subject area teachers, support personnel, service providers, school nurse, Paras and parents at PS 55. All school personnel of PS 55 are made aware at the September PD, is made aware of the differences between Basic Interpersonal Communicative Skills (BICS) and Cognitive Academic Language Proficiency

(CALP). This helps them to better understand, and plan instruction for the ELL in their classroom. They are also asked to sit the ELL

near the students that are most active in the classroom so that the ELL is surrounded by an English language rich environment as much

as possible. The ESL teacher models for the teachers and Paras of ELLs how to produce a verbal response from the ELL by using the

TPR and visual cues methods and techniques. At the November PD (Election Day), all school staff is encouraged to share how the

ELLs learning style is / may be affected by their cultural norms. Awareness in cultural differences, cultural sensitivity, and acceptance is then discussed by the ESL teacher. Teachers and Paras of PS 55s ELLs are encouraged to communicate with the

ESL teacher for any assistance they may need relating to the ELL. They are also encouraged to observe the ESL teacher in the ESL classroom whenever possible.

2. The ESL teacher at PS 55 attends a monthly PD, which aides the ESL teacher in preparing lessons plans that support ELLs academic

engagement in the Common Core Learning Standards. These PDs' are held by the ESL Network Specialists which represent the Borough. Often times, Regional guest speakers and representatives from major educational publishing companies are invited to offer teaching insights that help align the ESL program to the Common Core Learning Standards. These PDs support classroom teachers in delivering Common Core-aligned instruction because they include techniques and methods in delivering the instruction not only to the ELLs in their classrooms, but to the low performing students as well.

3. All student permanent records and supporting documentation for the students, including ELLs, that are transitioning from PS 55 to

Middle School, are transferred to the Middle School that the student will be attending in the upcoming school year. These documents are delivered to the Middle Schools' guidance counselor along with a note prepared by the ESL teacher, on the permanent records of each transitioning ELL that helps the Middle School guidance counselor identify the needs of the ELLs at the Middle School and

prepare a strong academic schedule for that child. These documents are viewed by the Middle School staff to appropriately place and assist the ELL into a positive learning environment. PS 55 is an elementary school, not a middle or high school, however, often times our ELLs that are new admits may require Guidance Counselor services. The Guidance Counselor at PS 55 attends periodic PDs at the Petrides Complex, as is common in the borough. These PDs include instruction in supporting ELLs transition to the new school environment. The support given by the Guidance Counselor to these transitioning students also applies to the ELLs that are about to transition from PS 55 to middle school. The Guidance Counselor provides the ELLs with lessons on learning proper social skills appropriate for their age level and to help the ELLs understand certain social lingo and norms for the Middle School environment. The Guidance Counselor also assists the ELLs transitioning into and from PS 55, how to make friend and how to understand their feelings about change to a new school. The Guidance Counselor assists teachers at PS 55, as well as the Parent Coordinator and Staff, by communicating with everyone involved with a student receiving guidance services, the best way to reach that student academically by understanding the students' social needs, thereby, the teachers and the staff at PS 55 are able to better prepare a safe and comfortable learning environment for the students.

4. Professional development (PD) is offered to all teachers and Paras at PS 55. The 7.5 hours of PD will be incorporated during PD days and will include the following topics: Cultural sensitivity training, Teaching strategies and techniques for management and

ELL class participation, Observation of the ESL teacher whenever possible. The Network Support Specialists will also offer PDs for classroom teachers during school days in which students are not in attendance in order to provide the teachers with the mandated 7.5 hours of PD in the ELL area. Special Education teachers are required to have 10 hours of PD. The date and signature of all attendees to the 7.5 hours of PD for classroom teachers, and the 10 hours PD for Special Education teachers, is recorded in the LAP binder in the black LAP Tool Kit box, kept in the ESL teachers' classroom.

## **D. Parental Involvement**

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
  1. Parental involvement is considered crucial in the acquisition of the English language in the ELL. To promote and facilitate such involvement, parental workshops in academic and social issues are also offered to parents. These workshops include information that will help the parent understand the schools' homework, trips, lunch and school safety policies. They may teach the parents how to assist the ELL with math, reading, and academically motivating games and websites. Such workshops are held by the Parent Coordinator and or the ESL teachers. These workshops are also offered to all the parents of all the students at PS 55.
  2. Although PS 55 does not partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents, we relate to the parents via our Parent Coordinators' monthly electronic newsletter, any activities or events in the community that may provide them with support either academically or socio-culturally. The community events and or activities mentioned have included events and or activities taking place at neighborhood libraries, parks, and museums.
  3. Parents' needs are evaluated by communicating with the parents of the ELLs. They are asked which language they feel most comfortable being addressed in. The second page of the HLIS also asks the parents what language they prefer to be communicated with verbally and in writing. A list of any parents that selected a language other than English, is created by the ESL teacher and submitted to the Parent Coordinator. The parents are offered translational services via the Board of Education.
  4. The parental involvement activities address the needs of the parents in that they are made aware of the academics that their child is learning. Once the awareness has been established, parents are encouraged to become active participants in helping their child succeed in school. They are invited to discuss the curriculum with their child's teacher and to provide feedback on which lessons their child needs more help with.

### **E. Additional Information**

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

Paste response to question here:

## Part VI: LAP Assurances

**School Name: Henry Boehm School**

**School DBN: 31R055**

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Mrs. Sharon Fishman	Principal		1/1/01
Mr. Paul Giordano	Assistant Principal		1/1/01
Mrs. L. De Forest	Parent Coordinator		1/1/01
Ms. N. Torres	ESL Teacher		1/1/01
Mrs. K. Albano	Parent		1/1/01
Ms. V. Wright/ SETSS	Teacher/Subject Area		1/1/01
Mrs J. DeSantis/ Tr.	Teacher/Subject Area		1/1/01
N/A	Coach		1/1/01
N/A	Coach		1/1/01
Mrs. A. Donnelly	Guidance Counselor		1/1/01
	Network Leader		1/1/01
Mrs. S. Crocco/IEP Tr.	Other		1/1/01
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015**

*Requirement under Chancellor's Regulations – for all schools*

DBN: **31R055**      School Name: **The Henry Boehm School**

Cluster:             Network:

**Goal:** To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

**Part A: Needs Assessment Findings**

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1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

PS 55 has a multicultural student population of 665 students. Of these, only 11 are non-English speakers. The parents of these, and of our monolingual students, were asked upon their child's date of registration via a Home Language Identification Survey (HLIS), to select in which language would they prefer to receive school letters and documentation. The data taken from these forms has been comprised into a list, kept by both, the ESL teacher and the Parent Coordinator. Thus far, the data reveals that the parents of the PS 55 student body all wish to receive said information in English. In the event that a parent wishes to receive school related materials in a language other than English, the school staff will seek to find a NYC Board of Education staff member within PS 55 or that of a neighboring school, that speaks the language of the parent, that can translate into writing or orally as requested by the parent, all school related material and information. If a NYC Board of Education staff member can not be sought, PS 55 will seek for a fellow parent to do the translation. In the event that a fellow parent of the same language as the requesting parent can not be found, PS 55's Parent Coordinator will contact the Dept. of Education's appointed translation and interpretation service office, The Translation and Interpretation Unit within the Office for Family Engagement and Advocacy, which can be reached at 718-752-7373, and request for a Translator that will provide for the requesting parent, written translation or oral interpretation in an appropriate and timely manner.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

As per the list generated by the ESL teacher, of parents requesting translation and interpretation, it has been determined that no parents require translation or oral interpretation needs. These findings were reported to the school community during the first PTA meeting held in September, 2013. However, our written and oral translation services remain available to all parents. Our Parent coordinator is always present at arrival and dismissal times when our parents, including ELL parents have the opportunity to ask questions about any school or child related matter. This provides as informal avenue for daily communication. In addition, DOE signs in eight languages are posted in the main office and

lobby, informing the parents that translation services are available at PS 55.

## **Part B: Strategies and Activities**

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1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

All new comers to PS 55, whether transitioning or newly enrolling, will be asked if they prefer to receive school documentation and information in a language other than English. If the parent of said student requests this service, PS 55s' Parent Coordinator will inquire of this with the Principal and the ESL teacher, to see if there is a staff member that is fluent in that parents language that can provide translations of all school related documentation. In the event that a staff member at PS 55 fluent in that language can not be found, a staff member from a neighboring school or a PS 55 parent will be sought. In the event that none exist that are fluent in that parents' language, PS 55s' Parent Coordinator will contact the Dept. of Educations appointed translation and interpretation service office, The Translation and Interpretation Unit within the Office for Family Engagement and Advocacy, which can be reached at 718-752-7373, and request for a translator that will provide for the requesting parent, written translation or oral interpretation in an appropriate and timely manner.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

All newcomers to PS 55, whether transitioning or newly enrolling, will be asked if they prefer assistance with oral interpretation in a language other than English. If the parent of said student requests this service, PS 55s' Parent Coordinator will inquire of this with the Principal and the ESL teacher, to see if there is a staff member that is fluent in that parents langauge that can provide oral interpretation of all school related interviews and or meetings. In the event that staff member at PS 55 fluent in that language can not be found, a staff member from a neighboring school or a PS 55 parent will be sought. In the even that none exist that are fluent in that parents' language, PS 55s' Parent Coordinator will contact the Dept. of Education appointed translation and interpretation service office, The Translation and Interpretation Unit within the Office for Family Engagement and Advocacy, which can be reached at 718-752-7373. Measures sought may also include referring to a translation program on the internet for the oral interpretation situations or using a bilingual dictionary for assistance.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link:  
<http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

PS 55 has fulfilled, and continues to fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification of translation and interpretation services, by posting a multilingual sign in the school lobby before the main entrance, which advises the parents of the translation and interpretation services available to them at PS 55.